



MARY FORD ELEMENTARY

3180 Thomasina
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	373 Students	
Principal	Mrs. Cindy Smalls	843-745-2160
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

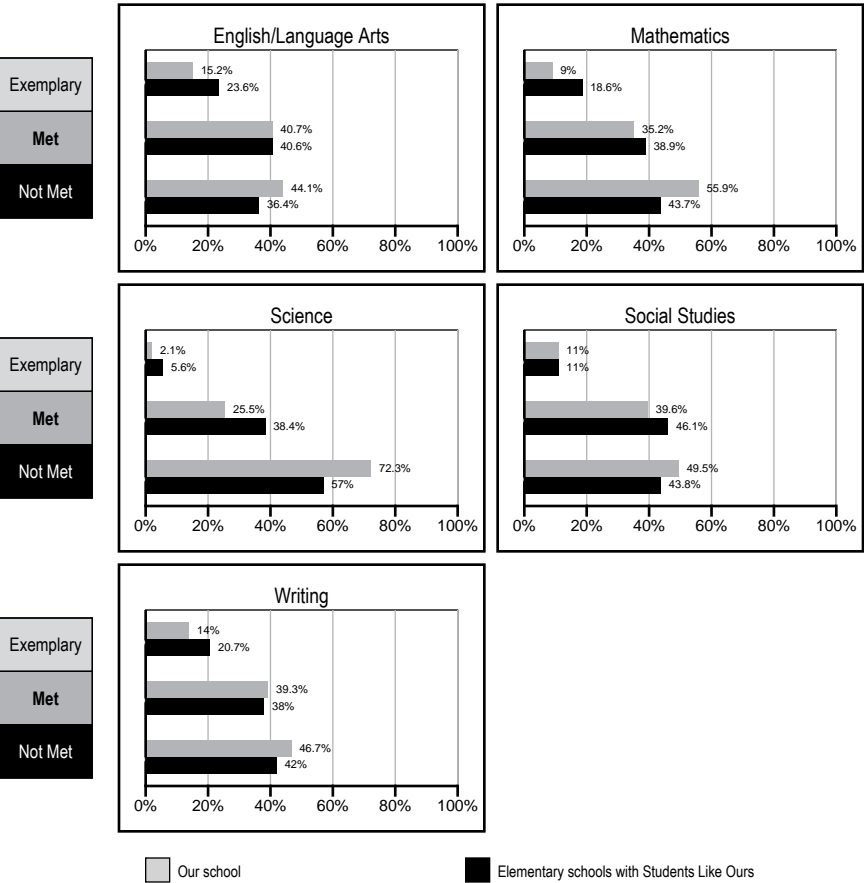
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	51	46	18

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=373)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 2.7%	1.3%	1.2%
Attendance rate	96.2%	Down from 96.4%	95.9%	96.1%
Eligible for gifted and talented	0.4%	Down from 2.0%	4.1%	11.7%
With disabilities other than speech	8.3%	Up from 4.9%	8.5%	8.0%
Older than usual for grade	0.7%	Down from 1.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 1.2%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	50.0%	Up from 47.2%	59.4%	60.5%
Continuing contract teachers	75.0%	Up from 69.4%	78.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	72.3%	Up from 67.6%	82.4%	87.0%
Teacher attendance rate	96.9%	Up from 96.5%	95.2%	95.4%
Average teacher salary*	\$44,005	Up 0.9%	\$45,164	\$47,288
Professional development days/teacher	21.3 days	Up from 20.9 days	10.7 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Up from 14.1 to 1	17.2 to 1	19.2 to 1
Prime instructional time	92.8%	Up from 92.2%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,295	Up 12.2%	\$8,918	\$7,548
Percent of expenditures for instruction**	72.6%	Down from 73.0%	67.9%	68.7%
Percent of expenditures for teacher salaries**	66.7%	Down from 69.4%	62.1%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Mary Ford is a school of the heart, and each year we strive for instructional improvements, strong community partnerships, and opportunities to provide full wrap-around services for all of our students. This year's schoolwide goals include a focus on literacy, improved teacher quality, creating a positive, nurturing learning environment, and increased parent involvement. Our challenges continue to be math achievement, parent involvement, and student motivation.

We celebrate opportunities to create lasting partnerships with the community through our various mentoring programs: Book Buddies—volunteer literacy-based tutoring for 1st and 2nd grade students; Lunch Buddies: a one-to-one buddy mentoring program for personal development and building self-esteem; Mt. Moriah Mentoring Men: a small group personal development and character building mentoring program for high risk boys; Charleston County Human Services Commission Youth Leadership Program—emphasizing leadership, citizenship, and personal growth; Creative Writers: 4th and 5th grade students who are mentored by local writers to develop their exemplary potential as writers; and Little Man, Big Brother: personal development and character building for boys across grade levels.

Academically this year, we have worked extremely hard to improve student performance in reading and math. We have seen significant growth in our Third Grade Academy class, as measured by ongoing progress monitoring on MAP assessments. Our new Compass Learning CAI Program develops individualized academic pathways, and our students are engaged in other various research-based programs to supplement our rigorous instructional curriculum, to include Every Day Math, technology integrated lessons using newly installed SmartBoards, arts-infused lessons that correlate to state standards, and a number of intervention programs for our more challenged population.

Extended learning time is offered through our 21st Century Afterschool Program, which provides homework assistance, enrichment and recreational opportunities, tutoring, a hot dinner, and free transportation. A number of Supplemental Education Service (SES) providers were selected by our parents to provide additional tutorial assistance during and after school. The school also provides on-site mental health services and monthly parenting programs for parents' personal growth and development.

Our commitment to meet our district's goals to elevate the achievement of all students, close the achievement gap between groups of students, and boost the graduation rate will continue. We can never give up our determination to become a school of excellence despite the many challenges we face year to year.

Cindy Smalls, Principal
 Jim Frye, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	53	34
Percent satisfied with learning environment	92.3%	84.9%	87.9%
Percent satisfied with social and physical environment	84.6%	84.6%	84.8%
Percent satisfied with school-home relations	38.5%	81.1%	87.1%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	160	100	45.3	39.9	14.9	75	85	83.5	Yes	Yes
Gender										
Male	91	100	49.4	36.5	14.1	70.6	81.6	80.1	N/A	N/A
Female	69	100	39.7	44.4	15.9	81	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	95.3	89.6	I/S	I/S
African American	159	100	45.6	39.5	15	74.8	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	14	100	N/A	N/A	N/A	33.3	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	156	100	45.1	40.3	14.6	75.7	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	160	100	56.8	34.5	8.8	58.1	81	80.4	Yes	Yes
Gender										
Male	91	100	54.1	35.3	10.6	57.6	78.9	78.4	N/A	N/A
Female	69	100	60.3	33.3	6.3	58.7	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	94.5	87.8	I/S	I/S
African American	159	100	56.5	34.7	8.8	57.8	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	14	100	N/A	N/A	N/A	16.7	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	156	100	56.3	34.7	9	59	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	106	100	73.2	24.7	2.1	26.8	67.4	67.3
Gender								
Male	61	100	75.4	21.1	3.5	24.6	66.2	66.9
Female	45	100	N/A	N/A	N/A	30	68.5	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	89	79.6
African American	105	100	72.9	25	2.1	27.1	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	13	100	N/A	N/A	N/A	9.1	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	104	100	73.7	24.2	2.1	26.3	49.3	55.4

Social Studies								
All Students	99	100	50.5	38.7	10.8	49.5	73.8	70.9
Gender								
Male	56	100	49.1	37.7	13.2	50.9	72.3	70.1
Female	43	100	52.5	40	7.5	47.5	75.3	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	90.1	79.2
African American	99	100	50.5	38.7	10.8	49.5	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	95	100	49.4	39.3	11.2	50.6	60.2	60.8

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	167	97.6	46.7	39.3	14	53.3	75	72.1	96.2	95.7
Gender										
Male	96	95.8	52.9	32.9	14.1	47.1	69.1	65.2	95.8	95.5
Female	71	100	38.5	47.7	13.8	61.5	81	79.2	96.8	95.8
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	91	80.8	95.8	95.8
African American	165	98.2	46.3	39.6	14.1	53.7	60.2	59.7	96.4	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.7	64.6	73.6	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	15	80	N/AV	N/AV	N/AV	9.1	28.4	27.7	93.3	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63.5	63.7	87.2	96.3
Socio-Economic Status										
Subsidized meals	161	98.8	47.3	38.4	14.4	52.7	61.1	61.9	96.2	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	52	100	37.5	37.5	25	62.5
	4	49	100	68.9	24.4	6.7	31.1
	5	43	100	48.8	31.7	19.5	51.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	73	100	40.3	43.3	16.4	59.7
	4	46	100	53.5	37.2	9.3	46.5
	5	41	100	44.7	36.8	18.4	55.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	52	100	56.3	37.5	6.3	43.8
	4	49	100	N/AV	N/AV	N/AV	37.8
	5	43	100	58.5	39	2.4	41.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	73	100	65.7	25.4	9	34.3
	4	46	100	41.9	51.2	7	58.1
	5	41	100	57.9	31.6	10.5	42.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	27	100	N/AV	N/AV	N/AV	41.7
	4	49	100	N/AV	N/AV	N/AV	26.7
	5	22	100	N/AV	N/AV	N/AV	45
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	39	100	88.2	8.8	2.9	11.8
	4	46	100	67.4	30.2	2.3	32.6
	5	21	100	N/A	N/A	N/A	40
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	25	100	37.5	54.2	8.3	62.5
	4	49	100	48.9	46.7	4.4	51.1
	5	22	100	66.7	28.6	4.8	33.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	34	100	60.6	36.4	3	39.4
	4	45	100	31	50	19	69
	5	20	100	77.8	16.7	5.6	22.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	52	96.2	42.6	31.9	25.5	57.4
	4	48	100	71.1	26.7	2.2	28.9
	5	42	97.6	52.5	22.5	25	47.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	76	98.7	58.8	30.9	10.3	41.2
	4	46	93.5	37.5	47.5	15	62.5
	5	45	100	35.7	45.2	19	64.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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